

French – Year 5

Content

Autumn 1: Qui est dans votre arbre généalogique?

Autumn 2: À quoi ressemblent-ils?

Spring 1: Are French towns different to English ones?

Spring 2: Où vas-tu?

Summer 1: Quelle est votre profession?

Summer 2: Who are you related to?

NC objectives - areas of study	End point of area of study	Vocabulary		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help when asking for directions present ideas and information orally to a range of audiences Spell French words with increasing accuracy Begin to use <i>et</i> (and), <i>mais</i> (but) and <i>aussi</i> (also) as conjunctions appreciate stories, songs, poems and rhymes in French write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe my family, what people look like and their jobs as well as asking for directions Reflect on any similarities/differences to their mother tongue Children can sing the French alphabet (certificate to be awarded) 	Family tree	Describing people	directions
		<p>Mère (mother) Père (father) Frère (brother) Soeur (sister) grande-mère (grand-mother) grand-père (grand-father) oncle (uncle) tante (Aunt) cousin (Cousin Male) cousine (Cousin Female)</p>	<p>ennuyeux/ennuyeuse (boring) sympa (nice) intelligent/intelligente (clever) amusant/amusante (fun) sportif/sportive (athletic) beau/belle (beautiful) les yeux... (the eyes) les cheveux... (the hair) mince (thin) grand/grande (big) petit/petite (small) gross/grosse (fat)</p>	<p>Pardon (sorry) Pour aller (to go) au (stade) (at the stadium) à la (poste) (at the post office) C'est tout (it's near/far) près/loin, (go straight) continuez tout droit (go straight) Tournez à gauche/ à droite (turn left/right) Prenez la (take the) Première (first) Deuxième (second) Troisième (third) rue à (street to) gauche (left) Droite (right) Et puis, vous voila (and then you) Les magasins (the shops) La stade (the stadium) La plage (the beach) La piscine (the swimming pool)</p>
		Professions	<p>Professeur (teacher) Vendeur (seller) Medecin (doctor) Serveur (waiter) Agent de police travailler avec les animaux (work with animals) veterinaire (vet)</p>	

<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing 		travailler avec les petits enfants (work with small children)		la boucherie (the butcher's shop) la boulangerie (the bakery) la pâtisserie (pastry shop) le magasin de vêtements (the clothing store) (m) Où est...? Entre (between) à côté de (next to)
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Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p>Term 1: My family tree</p> <p>Lesson 1 – LO: To understand vocabulary about my family.</p> <p>Skill: Listening</p> <p>Introduce vocabulary of family. Remind the children that French nouns are masculine or feminine (often an e on the end of F words, le or la)</p> <p>Lesson 2 & 3 – LO: To know vocabulary about my family.</p> <p>Reflect on the importance of identity using vocabulary.</p> <p>Skill: Listening & Speaking</p> <p>Recap: Say a mode of transport to the children and children can hold up a picture card showing their understanding of the vocabulary. Use flashcards to show relation and ask the children to repeat the French word.</p> <p>Lesson 4 – LO: To understand and read vocabulary relating to family.</p> <p>Skill: Reading</p> <p>Give children a piece of text (French). They should be able to work out what is written by annotating and highlighting their known vocabulary. Then children should answer comprehension questions in English</p> <p>Lesson 5 & 6 – LO: To know how to use vocabulary relating to family in my writing.</p>	<p><i>That adverbs and adjectives need to be inflected to suit the gender of the noun</i></p> <p><i>How to inflect grammar to use known phrases to talk about someone else – including different genders</i></p> <p><i>To apply gendered determiners</i></p> <p><i>To listen to a question and understand what is being asked</i></p> <p><i>To answer questions in French</i></p> <p><i>To read and write compound sentences in French</i></p> <p><i>Know that French towns are culturally different to English towns and to explain the differences.</i></p>

How does describing yourself in another language help your perception of yourself?

Skill: Writing

Children to be able to write sentences about their family.

Term 2: Describing people

Lesson 1 – LO: To understand how to describe people.

Skill: Listening

Children to be introduced to vocabulary that enables them to describe people.

Lesson 2 – LO: To know vocabulary to be able to describe people.

You can describe personality, but can you see it?

Skill: Speaking

Children to recap vocabulary from lesson 1. They should be able to recall the vocabulary and use it to describe somebody.

Lesson 3 – LO: To understand and read vocabulary to describe people.

Skill: Reading

Give children a piece of text (French). They should be able to work out what is written by annotating and highlighting their known vocabulary. Then children should answer comprehension questions in English.

Lesson 4 – LO: To know how to read sentences that describe people.

Wouldn't it be easier if we all spoke the same language? Would we all be the same?

Skill: Reading

Children to translate sentences from French to English and English to French about describing people.

Lesson 5 – LO: To know how to compose sentences to describe people.

Skill: Speaking & Writing

Children to be able to orally compose and have a conversation about someone. Then they should move on to practising to write the sentences they have spoken - this should be in preparation for lesson 6.

Lesson 6 – LO: To know how to write a description about someone.

Skill: Writing

Children to be able to write a description about someone of their choice using key vocabulary.

Term 3: French towns (French Day)

Lesson 1 & 2 – LO: To understand the culture of French towns.

Would you be the same version of you if you lived in a French town?

Discuss that supermarkets are not the focal point for shopping in French culture like they are in this country.

Lesson 3 & 4 – LO: To know the difference between French towns and English towns.

Explore the different shops that are prevalent on the French high street, such as: Bakery, butchers, cheese shop, grocers.

Lesson 5 & 6: To know how French towns function.

What responsibility do I have to know another language?

Set up scenarios of shopping in these places for retrieval purposes and roleplay.

Comparison of French and English towns.

Term 4: Directions

Lesson 1 – LO: To understand directions.

Skill: Listening

Children to know the vocabulary for left and right. Children to listen to instructions given and practise understanding the vocabulary.

Lesson 2 – LO: To know directions and follow them.

If I'm lost in another country; how would I find a way home?

Skill: Listening

Recap vocabulary from lesson 1. Then write key directions on the board and ask the children to repeat the words in French.

Model how to give directions.

Lesson 3 – LO: To understand and read directions.

Skill: Reading

Children to read simple sentences and answer whether they are true or false.

Lesson 4 – LO: To know how to give directions.

Is French sign language the same as BSL?

Skill: Speaking & Reading

Children practise giving directions, this can be reading sentences that give directions to build fluency on giving directions.

Teacher model directional sentences to support children when writing their own sentences about directions.

Lesson 5 & 6 – LO: To know how to write directions to a given place.

Skill: Writing

Children choose a location to write directions for. Children to include directional vocabulary in their sentences and be able to share their sentences with each other – can they understand each-others directions?

Term 5: Professions

Lesson 1 – LO: To understand vocabulary relating to professions.

Skill: Listening

Children to be introduced to vocabulary relating to professions. Use picture cards and match the correct words to the profession.

Teacher to model sentences (speaking)

Lesson 2 – LO: To know vocabulary relating to professions.

Appreciate connections between the languages.

Skill: Speaking

Children to recap the vocabulary from last lesson, then encourage them to compose sentences orally.

Lesson 3 – LO: To understand and read vocabulary relating to professions.

Skill: Reading

Children to read sentences/statements about professions. Can they identify whether they are true or false?

Lesson 4 – LO: To know vocabulary relating to professions in sentences.

Reflect on the relationship between professions and language.

Skill: Reading

Children to read sentences written in French and translate them to English.

Lesson 5 – LO: To know how to compose sentences about professions.

Skill: Writing

Children practise composing their own written sentences in English – using images to help them write.

Lesson 6 – LO: To know how to write about professions.

Skill: Writing

Children create a piece of writing about professions using their knowledge from over the term.

Term 6: Project – All about my family

Lesson 1 & 2 – LO: To know key vocabulary to use in my project.

Children to create their own log of their family tree by the end of the term for their project. They can write about whoever they like in their family but must include information about them that they have learned from over the year (describing people, professions etc).

Look at key vocabulary. Read over key sentences and write own sentences to help them with writing information about their family.

Lesson 3 & 4 – LO: To understand French vocabulary to develop sentences.

Orally discuss last lessons sentences with each other about their family and which family members they are going to write about in their family tree log. Complete a vocabulary exercise that helps the children compose sentences to develop their understanding of writing in French.

Lesson 5 & 6 – LO: To know how to use vocabulary to create my own family tree.

Children to use their knowledge and previous lesson sentences to plan and produce their family tree.

Concepts

curiosity

culture

understanding

fluency

Skills

Listening

Speaking

Reading and Writing

Knowledge of French Culture

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.